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PROCEDURES FOR EVALUATING GROWTH IN READING SKILLS.

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WHEN THEY INDIVIDUALIZE READING INSTRUCTION, TEACHERS SHOULD REALIZE THAT CHILDREN ARE VERY DIFFERENT AND THAT CONTINUOUS APPRAISAL OF EACH CHILD'S ATTRIBUTES AND NEEDS IS IMPERATIVE. TEACHERS SHOULD UTILIZE INFORMAL EVALUATIVE TECHNIQUES FOR APPRAISING GROWTH IN READING SKILLS. READINESS FOR BEGINNING READING IS DETERMINED BY OBSERVING PERSONAL MATURATION TRAITS, LANGUAGE DEVELOPMENT LEVEL, AND BEHAVIORS MANIFESTING PICTORIAL INTERPRETATION ABILITIES, STORY SENSE SKILLS, AND VISUAL-DISCRIMINATION SKILLS. SO THAT SUITABLE MATERIALS ARE ASSIGNED TO EACH CHILD, IT IS NECESSARY TO DETERMINE HIS READING LEVEL BY STUDYING RECORDS OF PREVIOUS WORK AND GROUP OR INDIVIDUAL READING INVENTORIES. TO INSURE APPROPRIATE INSTRUCTION AND BALANCE IN THE DEVELOPMENT OF VARIOUS READING ABILITIES, CONTINUOUS APPRAISAL OF EACH CHILD'S DIFFICULTIES AND PROGRESS IS ACHIEVED THROUGH TEACHER-PUPIL CONFERENCES, BY RECORDING INDIVIDUAL EXTENSION READING, BY ANALYZING ERRORS IN ORAL READING, COMPREHENSION, AND WORK-STUDY EXERCISES, BY CONDUCTING INTEREST INVENTORIES, AND BY TESTING EYE-VOICE SPAN AND AUDITORY-MEMORY SPAN. TO PROVIDE MORE EVALUATIVE TECHNIQUES, A LIST OF REFERENCES AND STRANG'S CHECKLIST RECORD OF CLASSROOM OBSERVATION ON PUPIL'S READING ARE INCLUDED. THIS PAPER IS PUBLISHED IN "INDIVIDUALIZED INSTRUCTION IN READING, A REPORT OF THE TWENTIETH ANNUAL CONFERENCE COURSE ON READING," UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. (NS)

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RE 000 417

Procedures for Evaluating Growth in Reading Skills

by
HARRY W. SARTAIN

The first step in individualizing reading instruction is to accept the fact that children really are very different — and that nobody is to blame! In fact we should cherish their differences, as Dr. Cleland convincingly explained earlier. But, how many times sincere teachers have told me, "I divided my class into several groups earlier in the year, but now they have progressed so well I think it will be all right to put them all together in one basic reader."

If they actually had become more alike in reading skills, I could only assume that the slower children made exceptional gains while the able ones marked time or regressed! However, in order to be kind to the teacher, I've usually kept such thoughts to myself and taken the safe, sure course of replying, "Let's study their achievement test results before we decide what to do."

I know test scores and other objective data will provide evidence of the need, not only for grouping, but for even more attention to individual capabilities. A recent study by Irving Balow[1] showed the same thing that a number of earlier studies had shown — that a single composite or average score tells very little about the individual's pattern of component skills and abilities.

The second step in individualizing reading instruction is to carefully appraise each pupil's personal constellation of attributes and skills to determine the kinds of instructional materials, teacher guidance, and learning experiences that will stimulate continued efficient growth. This appraisal must be made in terms of all the school's

reading goals covering the details of vocabulary development, word analysis skills, varied comprehension skills, study skills, ability to read in content fields, habit of adapting speed of reading to suit purposes and materials, and the development of reading interest and literary taste. Too often our teaching is not efficient because we do not utilize enough appraisal techniques to become fully sensitive to each child's progress in all of these areas.

This presentation deals with a number of informal procedures, while Dr. Fay's paper acquaints us with published materials. The informal procedures are grouped as follows:

A. Appraising Readiness to Begin Reading in Books

B. Determining the Appropriate Instructional Levels of Children Already Reading

C. Continuously Appraising Individual Needs and Progress

A. APPRAISING READINESS TO BEGIN READING IN BOOKS

Appraisal of pre-reading readiness is necessary because we dare not discourage youngsters by putting them in a reading situation where they will not succeed. All human beings tend to continue doing those things in which they feel successful and to avoid activities in which they feel unsuccessful. We *certainly* cannot afford to make any child feel *unsuccessful* in his initial attempts to read. Therefore we must become more skillful in appraising readiness.

An observant teacher constantly compares the behavior of each individual with the norm for children of his age. She does this as the child participates both in play activities and in the more intellectual activities such as story telling, story dictation, repeating poetry, and dramatizing real events or story events. Bond and Wagner provide a very helpful list of characteristic traits of children that the administrative-supervisory official can recommend to teachers[2]. Many traits of readiness can be observed easily.

1. *Observing personal maturation traits*
   a. Physical growth and condition: evidence of fatigue, paleness, irritability, restlessness; evidence of visual difficulties, and hearing loss (shown by inattentiveness and inability to mimic speech.)
   b. Social confidence as shown in relations with others (willingness to participate actively and courteously.)
   c. Feelings of personal security (Insecurity is shown by signs of fearfulness, by crying, by unusual shyness and withdrawal, and sometimes by overly aggressive behavior.)
   d. Ability to give attention (The more mature and ready the child is, the more able he is to give close attention to activities such as story telling.)
   e. Ability to follow directions in working independently (A child cannot learn to read in a class situation unless he can do a considerable amount of independent work, carrying through on projects that the teacher has given him, while the teacher is working with other individuals or groups.)
2. *Observing level of language development*
   a. *The extent of vocabulary* — The extensiveness of a child's vocabulary is an indication both of his general mental ability and of the experiences that he has had that contribute to the development of concepts.
   b. *Length and complexity of sentences used* — The child who is most familiar with language will have the least difficulty interpreting the syntactic relationships of words in sentences that he tries to read. He will be able to use

context clues in initial reading because he will anticipate the occurrence of words.

c. *Correct pronunciation of words, and the enunciation of sounds* — It must be remembered that there is a sequence in which children generally learn to pronounce the sounds; it is normal that a number of children will be delayed in learning to pronounce some letters such as *r* and one should not be concerned about this if the child is using language well in every other respect. Many speech activities with stories and poems will provide opportunities for practice as well as for the teacher to appraise progress. (See *Language Arts for Beginners* for examples.)[3]

d. *Correct usage* — Children who use acceptable verbs and pronouns in their speech will be less handicapped in learning to read than those who misuse such words. This, of course, is *not* the type of difficulty that must be fully overcome before children begin reading.

3. *Observing picture interpretation ability*

a. The teacher provides the child with opportunities to interpret single pictures and sequences of pictures. Depending on the language and intellectual ability of the child, he will be able to make these increasingly difficult interpretations of pictures:

1. Distinguishing picture details.
2. Sensing implied facts that are not directly shown in the picture.
3. Creating a story which is illustrated by the picture.

4. *Observing story sense*

a. There are a number of story sense skills that can be observed:[4]

1. Following and remembering events in a story in their proper order.
2. Retelling a story that has been read or told to the class.
3. Telling a story from a sequence of pictures or from a single picture.
4. Telling an original experience story.
5. Supplying an ending to an incomplete story.

5. *Observing visual and auditory discrimination skills*

a. A teacher gives the children many opportunities to hear similar sounds in connection with stories and poems. Example: similar beginning sounds of Freddie, Frankie, Fritzie, and Frances in the story of Frances, the Fourth Little Fox.[5]

b. To teach and appraise visual discrimination the teacher provides opportunities and watches the behavior of children in:

1. Grouping objects that are shaped alike and differently on flannel boards.
2. The use of jig-saw puzzles such as those from the Judy Company (Minneapolis).
3. Picture and word watching.
4. Discriminating letters in initials and names.

Observing memory of printed words and phrases

a. Children's names.
b. Color words and directions.
c. Words repeated in dictated stories.

Observing children's understanding of page orientation

a. Following picture sequences on pages.

b. Writing of the letters of one's name in correct directional sequence on the page.

(For more detailed suggestions on readiness activities to be introduced and appraised, see references by Bond and Wagner[6], Smith[7], Harris[8], and Sartain[3].)

B. DETERMINING INSTRUCTIONAL LEVELS OF CHILDREN ALREADY READING

The teacher must know the reading levels of the pupils in his class at the beginning of the year, and he must know the reading level of any pupil entering during the year. This is necessary in order to determine what materials should be assigned to the child for both basic and independent work — in other words, for *readiness* to learn at the next higher level. In order to insure continuous growth in reading, the materials should be difficult enough to challenge each pupil and stimulate his growth, but not so difficult that they frustrate him and inhibit growth. Research has shown repeatedly that children are not successful learners when the expectations are unrealistic.

1. *General levels of reading ability*

Betts[9] and others frequently mention three reading levels for each pupil. Strang[10] uses the same three levels, but does not agree exactly with Betts on the degree of proficiency required for each. However, the three levels can be described approximately as follows:

a. *The frustration level*

At this level the child has difficulty with more than five per cent of the vocabulary — more than one word in twenty. He understands less than seventy-five per cent of the main ideas in the material. He shows signs of tensions. In silent reading, these take the form of lip movements, excessive pointing, and unusual fidgeting. In oral reading, tension is shown by a high-pitched voice, and by unnatural intonation of pitch changes, stressed words, and stops in sentences.

b. *The instructional level*

The instructional level is the highest level at which he can read comfortably with teacher guidance. At this level he needs help with no more than one word in twenty because he recognizes and understands ninety-five to ninety-eight per cent of the vocabulary. He understands seventy-five to ninety per cent of the main ideas. He shows signs of tension only rarely, and then on the occasions when he is experiencing some difficulty.

c. *The independent reading level*

This is the level at which he can read supplementary books and library books. It is the highest level at which he can pronounce accurately and understand ninety-eight to one hundred per cent of the vocabulary with no assistance. He comprehends seventy-five to ninety per cent of the main ideas and shows no evidence of frustration while reading. He reads relatively rapidly silently, adjusting his rate of speed to the purpose and type of material. In oral reading his intonation and rhythm are natural.

2. *Informal procedures for determining instructional levels*

Records of previous work and teacher-planned individual and group inventories are the most commonly used informal techniques.

a. *Using records of previous work*

It is helpful to look at the test scores shown on pupil records during several years prior to the current effort. Often one can see a pattern of strengths and weaknesses in the scores on the reading subtests. For example,

a youngster may be consistently strong in word analysis, but not equally strong in comprehension. This helps one determine not only the general level, but also provides some information about areas where special help is needed.

The previous teacher's records showing the levels of the last basal work of various pupils can be used, too. They can help especially in determining the levels at which inventories should be undertaken with the class.

b. *Reading inventories*

Betts says that an inventory "is simply the observation of an individual as he reads at successively higher levels . . ."[11] Strang[10] describes both an individual inventory and a complex group inventory involving the use of various standardized materials.

The individual reading inventory is probably the more appropriate of the two for use with primary grade children and for a proportion of intermediate pupils in a self-contained classroom. The group inventory might be used with a single class, but its special value would be for the teacher who has several reading classes in a departmentalized elementary or secondary school.

1. *The individual reading inventory*

In preparing for individual reading inventories, the teacher assembles a set of basal textbooks, with one copy at each level of reading difficulty that he anticipates will be found in the class. In each book he chooses a selection of several paragraphs in length that will be read individually by the pupils concerned.

Betts[9] recommends that the first step in working with the individual pupil should be to ask him to read a paragraph or two aloud, with no preparation except a motivating introduction and a few guiding questions. While the child is reading orally, "the examiner notes hesitations, speed, rhythm, word pronunciation errors, omissions, interpretation of punctuation, and tension movements."[9] Then the examiner asks the youngster several questions about the content of the selection that he has read aloud. These questions should involve, first, the recall of facts, and second, questions that deal with understanding of concepts, understanding of the sequence of events, ability to sense inferences or draw conclusions, and ability to apply the information in other situations if appropriate.

The next step in the inventory is to give the child a few more guiding questions and ask him to continue reading a few paragraphs silently. Following the silent reading, he is asked more questions of the same type as those that followed oral sight reading.

The third step recommended by Betts[9] is that of asking the youngster to reread orally all or part of the material that he read silently. At the instructional level, the prepared oral reading should be considerably better than the oral reading at sight. The youngster should be able to comprehend enough of the material to be able to answer at least three-fourths of the questions asked by the teacher. He should not show signs of lip movement, or other signs that he is confused and upset.

If the selection in one book proves to be too easy or too difficult for the child, the teacher tries others until he finds the level at which the pupil reads comfortably but with adequate challenge.

Some teachers make a set of large cards containing selections of varying difficulty to be used in the reading inventory. This can be done either by typing paragraphs from each book in the series or by cutting pages from worn and discarded books. Appropriate questions for each selection can be written on the backs of the cards for the teacher's convenience.

It is even more convenient to use materials that have been especially prepared and published for reading inventory purposes. Dr. Nila B. Smith has prepared two small books of selections and appropriate questions for this purpose. They are called *Graded Selections for Informal Reading Diagnosis, Grades One through Three*, and *Graded Selections for Informal Reading Diagnosis, Grades Four through Six*. These books are available from New York University Press. Similar informal reading inventories were used in the Betts Reading Clinic and one form has been published in Chapter 5 of *Educator's Guide to Personalized Reading Instruction* by Walter B. Barbe.[12]

2. *Group silent reading inventory*

Strang[13] suggests that a group silent reading inventory be administered to appraise reading skills in each subject area. Her steps for an inventory on reading in English are briefly summarized as follows:

a. Choose a reading selection of three or four pages in a book available to every member of the group.
b. Explain the inventory and have each pupil read the selection, marking the time when completed.
c. Ask the children to close their books while they answer a considerable number of written questions dealing with vocabulary and comprehension of the content.
d. Have them open the books and answer additional questions on parts of the book — title page, table of contents, index, etc.
e. Have each pupil compute his reading rate by dividing the number of words in the selection by the number of minutes required.
f. Ask the class to skim another selection to find specified items of information; observe whether they can locate information quickly.

Strang feels that children who score higher than ninety per cent correct will need more difficult material, while those who score below sixty-five per cent should have easier instructional material. Perhaps it would be wise for the teacher to prepare inventories at three levels, giving the most difficult one to those who scored high on the first (middle-level) inventory and the easiest one to those who scored below sixty-five or seventy-five per cent correct. In every class there will be individual children for whom a correct reading level has still not been established with three group inventories. Individual inventories can be utilized with these children. Such inventories will aid the teacher in determining the children's reading levels as well as some of their individual needs.

C. PROCEDURES FOR CONTINUOUSLY APPRAISING PROGRESS AND INDIVIDUAL NEEDS

Knowledge of pupil progress is necessary for several reasons:

- For the satisfaction of the pupil, parent, and teacher.
- To make sure that instruction is always being provided at the right level and that there is a balance of growth in the development of the various reading abilities.
- To make it possible to determine whether the instruction is generally successful or whether some elements should be changed.
- To determine whether there are individual difficulties that need correction.

The excellent teacher of reading is always alert for evidence of progress and for signs of difficulty. He utilizes tests to back up his judgement and to provide detailed information, but his informal procedures provide much information that cannot be obtained on tests or that must be obtained between testing periods.

1. *Teacher-Pupil conferences*

Human beings normally need to feel that someone else is personally interested in their welfare. Children need to feel this personal interest is present in school as well as elsewhere. There is evidence that individual teacher-pupil conferences are especially productive in motivating children. Through friendly discussion and casual questioning in private, the teacher will not only encourage the pupil, but can learn much about his reading progress and the factors that influence his progress. Sympathetic comments and inquiries can give the teacher information about the pupil's attitude toward reading, about feelings of personal adequacy or inadequacy that affect his school performance, about the proportion of free time that he spends in reading various types of books, and about home and family problems that affect his reading interests and that interfere with or help his study.

2. *Records of individual extension reading*

No reading program is adequate if it begins and ends with the basal textbook series. The authors of every series recommend that children read far beyond the basal program. The basal books are designed to *introduce* reading in a variety of materials and to present a sequential program of skills needed by the child in order to become a mature reader. However, it is necessary to *practice* the skills through extensive reading in many other supplementary books and library books in order to attain fluency in reading.

In every classroom, records should be kept of this extension reading. Various types of booklets and charts can be designed to provide variety in the system of record-keeping. Whatever the plan, it should include information about the number of books read, the kinds of books read, and the kinds of content contained in the books, as well as the difficulty of the books. By looking at the number of books and the types of content, the teacher can determine whether the youngster is reading widely enough in various areas such as fiction, biography, autobiography, science, etc. By observing the difficulty and the titles of books read, the teacher can judge the quality of independent reading, the variety of interest, and the progress in developing good taste.

It is not unusual to find that a child who is having no difficulty with specific skills in reading is not a fluent reader. Upon investigation the teacher often discovers that the child does not have access to books at home, or that the attitude of the family discourages his reading many books from the school library. While the parents may express great *concern* about the child's reading, they, themselves, may fail to set an example and provide an environment that convinces the child that reading is important. When the parents spend all of their free time in social activities, sports activities, or watching television, but rarely read a book, the child becomes convinced that books are read only when required.

A system should be devised to record reading during the current unit, and also should provide a permanent cumulative record of reading over the years.

Permission is given to duplicate for school use the page forms of the cumulative reading record booklet used at Falk School and shown here.

3. *Analysis of errors in oral reading*

Some teachers seem to feel that the major reasons for oral reading are to provide vocabulary practice and to permit the teacher to appraise the child's reading skills. Actually neither of these is the primary reason for oral reading. Oral reading should be done because children need to learn the skills of oral reading. When children read orally it should be for real purposes such as the sharing of humor, the proving of a point, or the depiction of an interesting character. Because oral reading is done to interpret an author's ideas, feelings, and sensory impressions to an audience, all children except the reader should be *listening* rather than following the words in the book.

The teacher will, however, evaluate the child's reading and make notes on it without making this evident before the whole group. He should be listening to detect intonation problems as well as the same kinds of successes and errors that are checked by the individual oral reading inventory. (Look on page 62 and 199 in Strang's[10] book for techniques of recording errors in oral reading.)

4. *Observations and questions on silent reading*

Obviously the child's progress in silent reading can be appraised by asking comprehension questions after the reading of selections. Questions on *details* are asked too often. Questions should be of different types, including those that require:

a. Comprehension of details.
b. Comprehension of main ideas.
c. Ability to make inferences from information given.
d. Ability to appreciate plot, characterization, mood, and figurative expressions.
e. Ability to read critically, noting contradictory statements, differentiating between fact and opinion, and noting the writer's reasons for wanting to influence opinions.

One may also ask questions that reveal whether or not a pupil sets *definite purposes* for independent reading. The *teacher* usually *helps* set purposes for basic work, but the pupils need to learn to set purposes for all self-initiated reading if they are going to develop mature habits. They should be able to tell whether they are reading to enjoy certain literary qualities, to find certain information, to obtain directions, to reorganize material, or to form opinions about voting, purchasing, etc.

By simply watching the children at work, the teacher can observe their skill in locating materials on any given topic. Their enthusiasms and the number of ideas they present when they share the readings through class discussion tell a great deal about attitudes and interests, also.

5. *Analysis of errors on basic workbook pages*

Errors on workbook pages are especially helpful in appraising progress in comprehension skills and work-study skills. A good workbook contains exercises that demand different types of reading comprehension. Likewise, good workbooks contain exercises on such work-study skills as use of the dictionary, use of the encyclopedia, outlining, and organizing material from more than one source. The teacher can note whether the child consistently experiences difficulty with certain types of items.

This points up the need for the teacher to *see* the work done on most workbook pages. It is not unusual in middle and upper grades for the teacher to have children exchange workbooks for checking. This practice is perfectly acceptable if the teacher insists that each pupil pay close attention and check the work carefully. However, it is essential that the teacher *see* the workbook pages after they are checked in order to determine whether the individuals in the group are progressing adequately and whether certain individuals need further help. The workbook pages may either be collected by the teacher, or, better yet, the pupils may be asked to correct their errors while the teacher moves among the group giving assistance and noting the progress and problems of each. In primary grades teachers often move from desk to desk while children are doing supplementary reading after completing the workbook assignments. Then each child can be interrupted for a moment while the teacher checks his workbook pages and directs him in the corrections.

6. *Timed reading of selections*

There are several ways to measure rate of reading comprehension. Probably the simplest is to choose a selection of appropriate difficulty for each group and have

them all start reading silently after telling them the kind of questions they will be asked when they finish. After five minutes have them all stop and mark the place. Direct them to count the number of words and divide by five. Of course, they should be asked to write answers to several questions, too, to make sure that they were comprehending the type of material read.

A second method is to choose a selection that can be read by most of the group in five minutes or a little more. Make a set of cards that are marked to tell the amount of time that has passed in minutes and seconds or minutes and quarter minutes. Beginning with the number of minutes and seconds that have elapsed when the fastest reader finishes the selection, hold up a different card every fifteen seconds; have each pupil mark on his paper the length of time shown on the card that is exposed when he finishes. Then they can proceed to answer comprehension questions that have been provided on a duplicated sheet. When all have finished, they should divide the number of words in the selection read by the number of minutes.

In order to evaluate the child's rate of comprehension one must refer to a set of standards. The table below prepared by Harris[14] shows the various rate norms, or averages, given on standard tests. The differences in averages are due partly to differences in difficulty of the test material. In evaluating rate it is essential to remember that the key to maturity is the pupil's flexibility in changing rates for different purposes. Therefore rate tests should be given in several types of reading material.

Median Rates of Reading for Different Grades as Determined by Several Standardized Reading Tests

	Grade								
	II	III	IV	V	VI	VII	VIII	IX	XII
Highest test	118	138	170	195	230	246	267	260	295
Median test	86	116	155	177	206	215	237	252	251
Lowest test	35	75	120	145	171	176	188	199	216

(Reprinted from *How to Increase Reading Ability* by permission of the author and through the courtesy of David McKay Company, Inc.)

7. *The interest inventory*

An interest inventory may be of help to the teacher in guiding the reluctant reader to materials that may stimulate him. Tinker and McCullough[15] and Austin, Bush, and Huebner[16] have provided information and examples.

Austin[17] also recommends a questionnaire that can be sent to parents to obtain helpful information about reading materials and attitudes the children encounter in the home.

8. *Eye-voice span appraisal*

The child who seems to have mastered word-attack skills but still lacks oral fluency, may not be looking ahead of his speaking point in the line of print to get intonation clues. To check his eye-voice span, suddenly slide a card over the page he is reading after instructing him to continue to say all of the words he has seen. His eye-voice span is the number of words or syllables he can "read" after the page is covered. A comparison with eye-voice spans of others in the class will indicate whether an individual is deficient.

9. *Test of auditory-memory span*

Some children have reading problems because of a weakness in ability to remember language symbols. An auditory memory span test consists of asking a child to repeat a pattern of words exactly as you say them. For example, you may say

"seven, four, nine, three" spacing each word one second apart. If the child can repeat the words exactly, increase the number of number words until he fails a couple of times. A long sentence should sometimes be used instead of the numbers. Again, a comparison of memory spans of a number of children will reveal which have this type of problem.

Some authorities feel tests of eye and hand dominance are important, too, but research does not support this contention.

10. *Detailed checklist of skills*

A detailed checklist brings together all of the information that the teacher has gathered through various appraisal procedures. It becomes a concise summary that can be very useful in diagnosing individual problems.

The checklist provided by Strang[18] is especially helpful, because it not only lists the reading skills, but also oral language and listening skills. Research by Cleland[19] and others has proved that listening ability correlates closely with reading ability. If the checklist shows the child's oral language skills to be appreciably better than his reading skills, it is probable that corrective lessons are needed in areas of reading where he seems to lag.

In summary, the excellent teacher is always alert for evidence of his pupil's growth and problems in the skills of reading. A great variety of informal procedures may be used to sharpen his appraisal. For assistance in more analytical approaches to evaluation, the teacher may refer to the publications mentioned here, to the book by Bond and Tinker,[20] and to certain issues of *The Reading Teacher*. [21, 22]

CHECKLIST RECORD OF CLASSROOM OBSERVATIONS ON PUPIL'S READING

by Ruth Strang

Name ..... Grade .....

Teacher..... Pupil.....

Directions: Tally significant observations day by day. Space at bottom of each situation can be used for noting specific errors, interpretation, general impression, evidence of progress, and recommendations.

I. When Giving Oral Reports

Vocabulary	*Speech*	*Reaction of peers*
.....Rich	.....Distinct, clear enunciation	..... Interested
.....Words mispronounced	.....Inaudible	.....Uninterested
..... Meager	.....Stuttering	.....Sympathetic
.....Meaningful	.....Incorrect sounds	.....Friendly
	.....Monotonous	.....Critical
	.....Expressive	..... Hostile

Language patterns

.....Complete sentences
.....Simple sentences
.....Complex sentences
.....Good organization
.....Repetition of ideas
.....Interpretation of ideas
.....Imaginative

Interests

.....Reads at home
.....Uses library
.....Has own library
.....Special collections
.....Sports
.....Trips with family
.....Science
.....Art
.....Music
.....Shop

Emotional Factors

.....Poised
.....Relaxed and happy
.....Tense and anxious
.....Self-confident
.....Shy and embarrassed
.....Antagonistic
.....Unhappy

Insights

.....

.....

II. Oral Reading and Group Instruction Periods

Word recognition skills

Basic sight vocabulary
Tries to sound words
Tries to pronounce by syllables
Tries to analyze structure
Substitutes another word
Makes wild guess
Reverses letters
Reverses words
Reverses phrases
Uses context clues

Comprehension

.....Answers factual questions correctly
.....Gives main ideas
.....Tells whole story accurately
.....Draws conclusions
.....Makes generalizations
.....Follows directions
.....Gives sensible reasons on thought questions
.....Gives fantastic, irrelevant reasons on thought questions
.....Relates reading to experiences
.....Unable to relate reading and experiences
.....Expression in reading

Peer relationships

.....Gets along well with girls
.....Gets along well with boys
.....Respects others
.....Disturbs others
.....Works alone only
.....Works well with one other child

Location of Information

.....Uses Index
.....Uses table of contents
.....Uses dictionary
.....Uses maps
.....Uses diagrams

Insights

.....

.....

III. Dramatization of Stories

Reading Skills	*Personal development*
..... Reads with expression	Poised
Interprets behavior of character accurately	Relates character and story to own experience
Interprets sequence accurately	Interest evi...
.... Reads too slowly	..... No interest
..... Reads too rapidly	... Shy, ill at ease

Insights

.....

.....

IV. Silent Reading Situation (Free-choice Reading or Library Time)

Location of material	*Physical factors*	*Interests*
..... Finds suitable book quickly	..... Holds book up	.. Animals
.....Follows suggestions of other children	..... Holds book too close to face	.. People
..... Has teacher help	.. Lip movements	. Science
.....Uses library classification	..... Squints	History
.....Uses table of contents	..... Blinks eyes	... Adventure
.....Takes useful notes	..... Eyes red or watery	Fairy tales
..... Selects too advanced books	..... Complains of headaches	.... Sports
..... Unable to find any book of interest to him	..... Complains of dizziness	.... Art
	... ...Bends over book	.... Music
	.. Fatigue posture	.. Cars, planes, trucks, boats
		..... Rockets
		.....Arm...

Attitude toward reading

..... Engrossed in book

..... Enjoyment evident

.....Independent

.....Dependent upon others

.....Uninterested, resists or avoids reading

..... Easily distracted

.....Other

Reading level

.....Primer

.....First

..... Second

.....Third

..... Fourth

.....Fifth

..... Sixth

.....Seventh

.....Other

Insights

.....

.....

V. Listening to Story Read Aloud

Interests

.....Listens attentively

.....Listens part of time

..... Easily distracted

.....Restless and preoccupied

.....

.....

.....

.....

Comprehension

.....Evident appreciation of story — talks about it

.....Asks related questions

.....Responds to humor and excitement

.....Answers factual questions

.....Tells main ideas

.....Tells whole story accurately

..... Relates ideas to own experience

*From Ruth Strang, *Diagnostic Teaching of Reading* (McGraw-Hill, 1964). Reprinted by permission of the author and publisher.

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